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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is the ninth in a series on developing a comprehensive career guidance program at the high school level, designed to aid guidance personnel responsible for developing student-focused programs. The goal of this module is to provide users with the skills necessary to carry out staff development programs, including use of Skills Checklists, assessment of delivery systems and available resources, and selection and implementation of staff development strategies. The module format consists of an overview, goals, objectives, outlines, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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MODULE 9

DEVELOPING PROGRAM STAFF

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Barbara Pletcher

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COORDINATOR'S GUIDE

INTRODUCTION

INTRODUCTORY ACTIVITY WORKSHEET

You are the president of a small, liberal arts college. This morning, you received the following telegram:

> BE PREPARED TO EXPLAIN BUDGET REQUEST YOUR OFFICE SUBMITTED AT OUR JUNE 15 MEETING STOP BOARD OF TRUSTEES

The budget was submitted over your name, but you are not familiar with all the details of the budget requests. You have one week to prepare your report to the board. In the space below, make a list of the tasks that you would perform in order to prepare your report.

TASKS

MODULE GOAL AND OUTCOMES

Module Goal

To provide you with the skills necessary to carry out a staff development program in your school or district.

*Module Outcomes**

After successfully completing this module, you will be able to:

1. Use Skills Checklists to write staff development objectives.
2. Create your own staff development strategies by combining available sources of help with possible delivery methods.
3. Use the criteria suggested in this module and/or your own criteria to select staff development strategies suited to your school or district.
4. Outline the planning and implementation tasks which would need to be completed in your school or district to carry out a given strategy.
5. Map out a plan for developing and administering your own staff development program.

*The criteria for attainment of the outcomes are available in the Coordinator's Guide for Module 9.

MODULE OUTLINE

Approximate Time	*Activity*	*Outcomes*
30 minutes	Introduction Group activity based on goals and outcomes. The Coordinator will explain the structure and purposes of the module. Questions and discussion included.	1-5
3½ hours	Text Presentation of the important information related to planning and implementing a staff development program. Discussion sessions and practice activities interspersed.	1-5
30 minutes	Postassessment Assessment of your acquired knowledge and skills.	1-5
1½ hours	Application Planning for the use of acquired knowledge and skills in your own setting.	1-5

MODEL AND MODULE 9

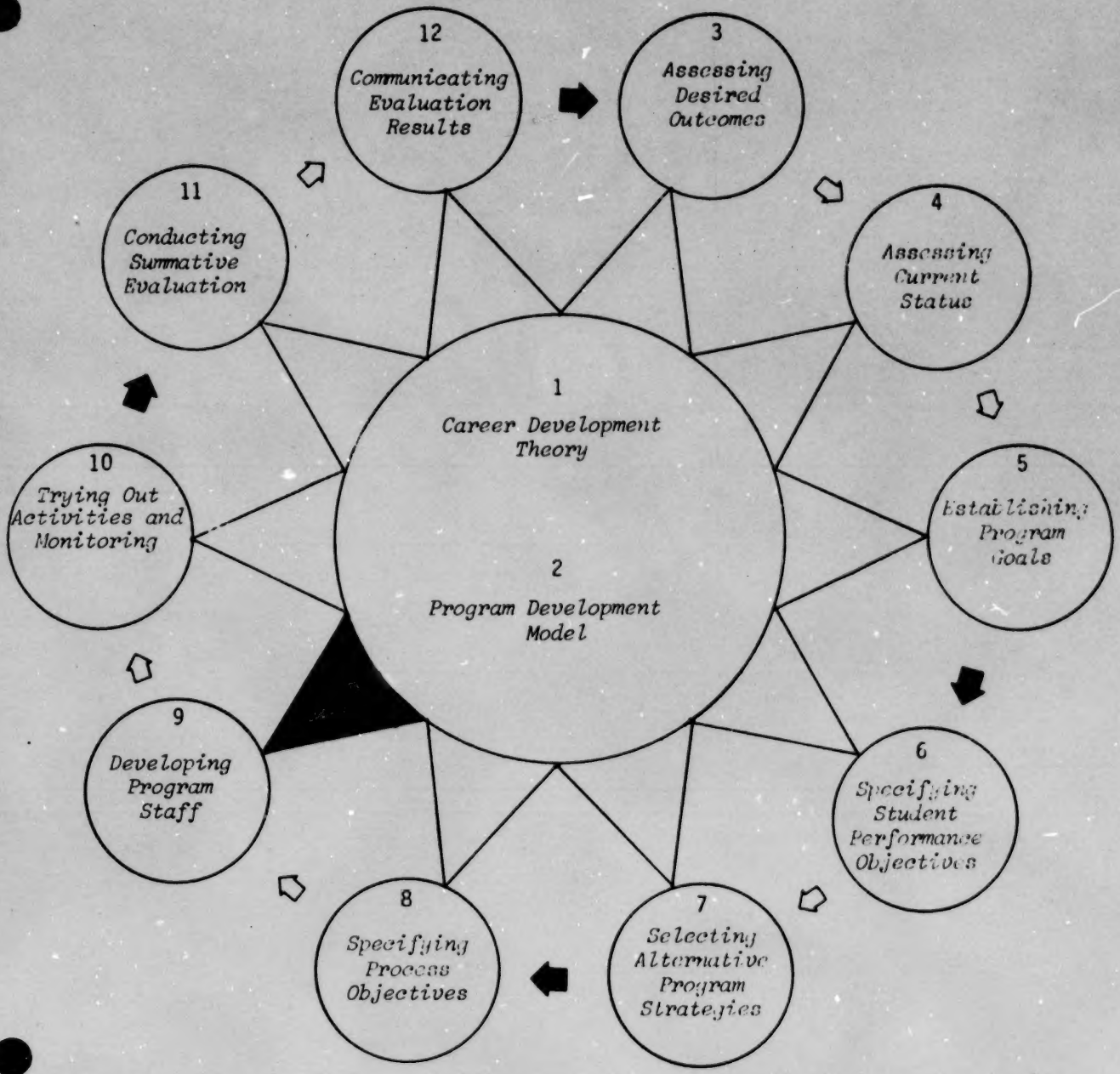
The model on the next page shows the relationship among modules. *Developing Program Staff* comes under Phase 3 and is Module 9. In this module, you will use the skills developed in previous modules, especially the identification skills and use of Skills Checklists introduced in Module 8, to plan staff development strategies.

When you come to the last section of this module, "Administering Staff Development Strategies," you may wish to refer back to the scheduling and task analysis skills covered in Module 8 or to supplement this reading with the in-depth coverage of implementation and evaluation skills discussed in Modules 10 and 11.

The staff development strategies discussed in this module will *not* be concerned with "preservice" education (staff members' experiences prior to employment with the school or district). Instead, the strategies will be oriented toward "inservice" education (refresher courses, continuing education, and career advancement activities sponsored or encouraged by the school or district).

A Model for Developing

Comprehensive Career Guidance Programs



GLOSSARY

Inservice education - staff development received while working on a job.

Preservice education - education received before employment.

Staff development strategy - a means of attaining a desired staff development objective. Each staff development strategy consists of a source of help and a delivery method.

WRITING STAFF DEVELOPMENT OBJECTIVES

A. Behaviors
B. Target audience
C. Conditions
D. Criteria

Dealing With Discrepancies

In Module 8, you used Skills Checklists to determine what skills were crucial to a given career guidance strategy and who on your staff possessed these skills. If there were discrepancies between skills needed to implement your strategy and skills available on your staff, you should now deal with these discrepancies by writing staff development objectives that state:

1. In what area(s) staff development should be provided
2. Who should participate in staff development activities
3. What result(s) can be expected from such staff development activities

Behaviors

In What Area(s) Should Staff Development Be Provided (Behaviors)

Certain skill areas will emerge as high priority because of large and/or frequently occurring discrepancies between skills available and skills needed. Conversations

with program staff members, your advisory panel, district administrators, and others with experience in career guidance can also help you determine the most critical areas for staff development activities.

The area(s) you finally select will depend upon the money and time your district has available for staff development activities and on the needs and interests of your staff members.

Who Should Participate in Staff Development Activities. (Target audience)

Target Audience

Once you have identified a gap between skills needed and skills available on your staff, you have several alternatives. You might bring in an outside expert for part-time or full-time work to develop the needed skill. You might improve the facilities and materials available to your staff members, thereby improving their effectiveness. You might even decide that continued job experience will be the most efficient means of upgrading certain staff members' performance.

If, after exploring these and other alternatives to staff development activities, you determine that your staff can benefit from an organized staff development program, you must still make other decisions:

- Who on your staff can profit most from development activities?
- Who is most interested in staff development activites?
- Whose development can best benefit the career guidance program in your school or district?
- Should staff development activities be optional rather than compulsory?
- To save time and money, should one or more staff members receive intensive instruction and then be asked to provide development activities for other program staff members?

To help you make these and related decisions, note the names of staff members who rated low in certain skill areas and talk with them about their desires and needs. Check on the availability of qualified paraprofessionals, students, and teachers who might supplement your staff's expertise. In addition, consider suggestions made by district administrators and other advisors with previous experience working in a career guidance program.

Gauging Results from Staff Development Sessions (Conditions and Criteria)

Conditions and Criteria

After participating in development activities, staff members should be given an opportunity to demonstrate what they have learned. Such demonstrations might include the following:

- Passing an achievement test with a given level of performance
- Role playing a problem situation to the satisfaction of the staff development coordinator
- Performing on the job satisfactorily as judged by a supervisor
- Receiving a passing grade in a correspondence course
- Making a self-assessment of the mastery of a new skill
- Any other gauge judged relevant by program planners, staff members, or outside consultants

Demonstrations of newly acquired skills should take place under conditions that closely approximate the situation in which the participant will eventually use these skills.

Writing Staff Development Objectives

Format for Objectives

Below are two examples of staff development objectives. For the purpose of this module we will write the objectives in this chart-type format, although they may also be written out in sentence or paragraph form. For a more complete

description of the development of performance objectives, refer to Module 6 of this series, *Specifying Student Performance Objectives.*

Target Audience	Behavior	Conditions	Criteria
All counselors who scored 2 or 3 on the communications scale of the Skills Checklist for Personnel	will make a speech on career guidance	to a group of parents or community members	so that 90% of the parents will state on a questionnaire that they understand the goals and objectives of a career guidance program.
All counselors interested in improving their information-gathering skills	will list ten sources of information for a unit on careers in science	on a paper and pencil take-home test	with 90% accuracy.

Summary

This section has considered how to write staff development objectives. Each staff development objective should specify:

1. Target audience
2. Behaviors
3. Conditions
4. Criteria

*ACTIVITY 1 - WRITING STAFF DEVELOPMENT OBJECTIVES**

Divide into groups of three to five participants from the same school or district. Have each member of your group complete the Skills Checklist for Personnel on the next page.

Next, look at the abbreviated Skills Checklist for a Career Resource Center Strategy. Compare your group's completed Skills Checklists for Personnel with the skill requirements noted on the Career Resource Center Strategy checklist.

Referring back to the material you've just read and to the skills discussed in Module 6 of this series, *Specifying Student Performance Objectives*, write at least three staff development objectives based on the discrepancy between skills needed to implement a Career Resource Center and skills available in your group. If there are no discrepancies in your group between skills needed and skills available, write a fictitious set of Skills Checklists for Personnel and complete the exercise accordingly.

Record your group's staff development objectives on the accompanying sheet and be prepared to answer the following questions about these objectives:

1. Why did you choose to include this person (or these people) in staff development sessions?
2. Why did you choose this specific behavior for development?
3. How did you determine the conditions under which the participants would be expected to perform?
4. How did you determine the criteria for successful performance?

*If you are not working in a particular setting and would like a hypothetical setting with which to think through these questions, turn to the "Optional Group Simulation Description" located in the Appendix.

WORKSHEET - ACTIVITY 1

SKILLS CHECKLIST FOR PERSONNEL

Your Name _____

On Interest Scale circle:

1 If don't want to perform skill
2 If will perform skill occasionally
3 If will perform skill routinely

On Ability Scale circle:

1 If constant supervision needed to perform skill
2 If some supervision needed
3 If almost no supervision needed

Information Gathering (locate, learn about)		Teaching (demonstrate, work with students)		Public Relations (publicize, invite, recruit)		Supervision (coordinate, schedule, provide)		Development (create, establish procedures)		Analysis (evaluate, verify)		Add Other Skill Areas			
INTEREST	ABILITY	INTEREST	ABILITY	INTEREST	ABILITY	INTEREST	ABILITY	INTEREST	ABILITY	INTEREST	ABILITY	INTEREST	ABILITY	INTEREST	ABILITY
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

WORKSHEET - ACTIVITY 1

ABBREVIATED SKILLS CHECKLIST

Strategy Career Resource Center

To carry out this strategy, career guidance related skills in the following areas are required:

1 (rarely) 2 (sometimes) 3 (routinely)

	Information-Gathering (locate, learn about)	Teaching (demonstrate, work with students)	Public Relations (publicize, invite, recruit)	Supervision (coordinate, schedule, provide)	Development (create, establish procedures)	Analysis (evaluate, verify)		Add Other Skill Areas
Average Scores	2.4	2	1.6	2.2	1.9	1.9		1 2 3

WORKSHEET - ACTIVITY 1

STAFF DEVELOPMENT OBJECTIVES

TARGET AUDIENCE	BEHAVIORS	CONDITIONS	CRITERIA

CREATING STAFF DEVELOPMENT STRATEGIES

A. *Sources of staff development*
   1. *Community members*
   2. *Staff members*
   3. *Agencies and laboratories*
   4. *Model programs*
   5. *Colleges and universities*
   6. *Professional organizations*
   7. *Commercial firms and outside consultants*

B. *Delivery methods*

Creating a staff development strategy involves two tasks: identifying available sources of help, and finding a means of delivering this help. In this section, you will find a list of possible sources of help and a chart of possible methods for delivering them. These are not meant to be all-inclusive. Both the list and the chart are designed to help you start thinking about sources and methods for your own setting.

SOURCES OF STAFF DEVELOPMENT

Sources of Help

The sources of staff development listed here may work by themselves, or they may lead you to other sources. When planning a staff development program, you should explore as many sources of help as possible. This will give you a broad picture of the resources available; it will also assure that you don't overlook any possibilities. Often the closer to home the source of help is, the less costly and the more specific to your needs will be the information you receive.

Community Members

Community Members

Parents, students, businessmen, the school, and the Board of Education may provide your program with funds, ideas, publicity, and volunteer talent. Local businessmen, in particular, have much to offer career guidance staff members who wish to become acquainted with community resources. Interested and informed community members may be located through local school associations (Parent Teacher Association, Advisory Committee), local civic organizations (Kiwanis, Rotary, League of Women Voters, American Association of University Women), or through staff recommendations.

Present Staff

Staff Members

Even if the majority of your staff members received low scores in a crucial skill area, you may still be lucky enough to have a high-scoring expert in your midst. If this expert is able to teach as well as perform his/her particular skill, s/he will probably be the least expensive

consultant available and will provide the best possible insights into your current problems.

If your staff has had a great deal of experience with career guidance activities in the past, you may find that the collective expertise of your staff is far superior to other available information. In this case, your staff development program might stress helping staff members share their knowledge and abilities with others.

County, State, and Federal Agencies and Regional Educational Laboratories

Agencies and Laboratories

Resource people available through these agencies and laboratories include the chief state school officer and his/her staff, technical assistants employed by some state and federal programs, county office specialists, and dissemination staffs of the following Regional Educational Laboratories:

Regional Educational Laboratories

Appalachia Educational Lab
P.O. Box 1348
Charleston, West Virginia 25325

Cemrel Inc.
10646 St. Charles Rock Road
St. Ann, Missouri 63974

Center for Urban Education
105 Madison Avenue
New York, NY 10016

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

Far West Laboratory
1855 Folsom Street
San Francisco, California 94103

Mid-Continent Regional Educational Lab
104 East Independence Avenue
Kansas City, Missouri 64106

National Lab for Higher Education
Mutual Plaza
Chapel Hill and Duke Streets
Durham, North Carolina 27701

Northwest Regional Educational Lab
Linsay Building
710 Southwest Second Avenue
Portland, Oregon 97204

Research for Better Schools
1700 Market Street, Suite 1700
Philadelphia, Pennsylvania 19103

Southwest Educational Development Lab
800 Brazos Street
Austin, Texas 78767

Southwest Regional Lab
4665 Lampson Avenue
Los Alamitos, California 90720

Staff members of these and other research and development laboratories may provide you with consultants, refer you to local experts, share their library resources, or use their funds to help with your staff development activities. For example, the Palo Alto, California, office of the American Institutes for Research (AIR) has recently printed a catalog of *competency-based counselor education programs*. This is designed to provide a single source of information in the various kinds of competency-based programs being produced nation-wide, including their conjunctive areas, costs, and contact persons or agencies. Many valuable references of this type are available from different companies.

Other Schools or Districts with Similar Programs

Model Programs

Career guidance programs similar to yours can provide you with a wealth of practical information and training. This information will probably be available at a negligible cost unless travel expenses are involved. When searching for model career guidance programs, consult state, federal, and county educational agencies and laboratories. You might also scan bibliographic references in professional journals and seek information from staff members in your district.

Colleges and Universities

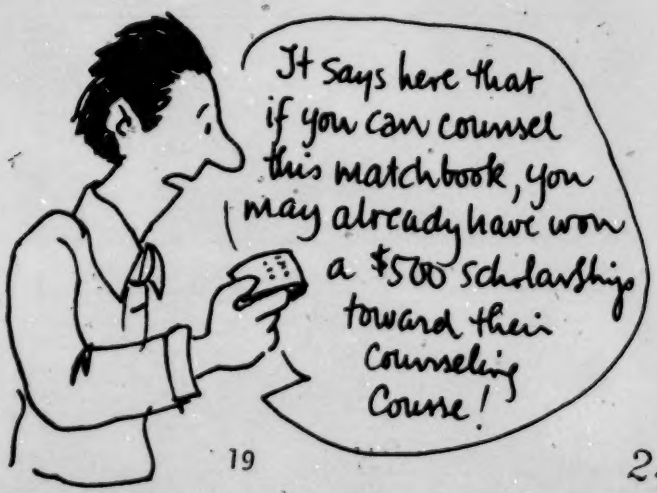
Colleges and Universities

Colleges and universities offer correspondence and extension courses, lecturers with theoretical and practical knowledge of the latest career guidance strategies, courses leading to advanced degrees, up-to-date libraries, and a place for the exchange of new or conflicting ideas. To facilitate staff enrollment in college or university courses, course catalogs can be circulated regularly among the program staff, and members can be encouraged to explore offerings in the humanities and in general education, as well as in counseling. Talks with professors, counselors, and other students can help you and your staff determine whether specific courses are relevant to your staff development objectives. If enough staff members are interested in the same course, a local professor might even be persuaded to offer that course at your school under university auspices or on his own time.

If the need for a given course is not sufficient to justify its being offered in a local college, a correspondence course might be appropriate. When searching for correspondence courses, you might request information from the following sources:

Information on Correspondence Courses

National University Extension Association
University of Minnesota
(The NUEA publishes a guide to correspondence study at a cost of $.50. The guide lists correspondence study courses available at approximately 110 colleges and universities)


It says here that if you can counsel this matchbook, you may already have won a $500 scholarship toward their Counseling Course!

The National Home Study Council
1601 18th Street, N.W.
Washington, D.C. 20009
(This council can provide you with a *Directory of Accredited Private Home Study Schools*, and with publications such as *Home Study Courses for Industry, Facts you Should Know About Home Study Schools*, and *Accreditation of Private Home Study Schools*)

Professional Organizations

Professional Organizations

The American Personnel and Guidance Association, the American Psychological Association, and their subdivisions compile information on the latest career guidance trends, sponsor conferences, publish journals and monographs, and have access to lists of outside consultants and commercial staff development packages. Your own staff members, the librarian in your nearest professional library, or bibliographies in such professional journals as *The Counseling Psychologist, Personnel and Guidance Journal*, and *Counselor Education and Supervision* can help you locate these professional organizations.

Commercial Firms and Outside Consultants

Commercial Firms and Outside Consultants

Commercial firms and outside consultants can help you to plan, conduct, and evaluate a staff development program. They may offer a breadth of information not available from local consultants and they may command more respect than a local expert.

When choosing a commercial firm or an outside consultant, read their literature, talk with their representatives, and ask for references from their previous employers.

If you find that the cost of hiring an outside consultant is prohibitive, remember that many commercial firms and consultants have written books, journal articles, or brochures in which their ideas and approach may be available. Conference abstracts containing speeches made by

these consultants are often available at nominal cost.

You may wish to tap the expertise of publishing company representatives. Paid by their company, publishing representatives may offer to speak at staff development sessions, demonstrate their materials, and even provide trial runs of certain programs.

(Add additional and/or local sources of help)

_____

_____

_____

_____

_____

_____

DELIVERY METHODS

Once you have located a source of help, you must decide how to share this source with your staff. The methods you ultimately choose will depend on the size and experience level of the staff you are developing, the staff's preference for various methods, the facilities required and available, and the financial resources needed to implement it.

The following chart lists eleven delivery methods and includes comments about the characteristics of each. The chart consists of information regarding:

- Method
- Group size
- Cost
- Facilities and equipment
- Major features
- Cautions

A space for you to add other delivery methods is included.

None of the methods listed in the chart is mutually exclusive. In fact, conferences and workshops usually combine these and other methods to vary the tempo of the program, to reach the largest possible number of people, and to allow each method to carry the message to which it is best suited.

DELIVERY METHODS

METHOD	GROUP SIZE	COST	FACILITIES AND EQUIPMENT	MAJOR FEATURES	CAUTION
Lecturers	•Should be considered when group is over 20 people	•Depends on speaker (free to $1,000 per day) •Cost may be shared with other districts	•Adequate size room •Microphone •Visual aids •Comfortable seats	•Useful in introductions or overviews •Effective when providing factual information or explanations •Use when gap between learner and lecturer is large •A lecturer can cover in 5 minutes what it might take 30 minutes to cover in a group	•Boring if speaker not organized or not easily heard •Provisions need to be made for feedback and practice •Lecturers impart knowledge more easily than they change attitudes
Reading Materials	•Individual	•Cost varies •May be bought or borrowed	•Access to journals, ERIC, conference reports monographs, dissertations	•May provide an overview and/or specific information •Best suited for a self-motivated learner	•Materials may be difficult to obtain •Provisions need to be made for feedback and practice
Graphics (including charts, graphs, bulletin boards, flannel boards, posters and cartoons)	•Can be adjusted to large group, small group, or individual needs	•Can be elaborate or done simply and locally for less	•Made from whatever materials available •Need display area	•Indicate basic relationships •Help staff recall key concepts •Arouse interest •Serve as productive room decorations	•Should be brightly colored to arouse interest •Should be large and simple enough to be understood by all
Auditory Aids (including cassettes, tape recorders, and record players)	•May be adjusted to large groups, small groups, or individual needs	•Commercially produced tapes and records more expensive than locally developed tapes •Cassette players, record players, and tape recorders may be rented	•Players for tapes or records •Storage for tapes, records, and players	•May provoke interest by bringing a slice of life into the classroom •May be stopped and played again	•Check for relevance and clarity of sound reproduction. •Maintain machines to prevent mechanical failure •Make provisions for participants to react to presentation

DELIVERY METHODS

METHOD	GROUP SIZE	COST	FACILITIES AND EQUIPMENT	MAJOR FEATURES	CAUTION
Films, slides, and Filmstrips	•Can be adjusted to large group, small group, or individual needs	•Commercially produced film averages $1,000 per running minute •You may rent films for less •You may share costs with other districts	•Production and storage facilities •Projector •Screen •Dark room •Adequate acoustics	•Useful as an introduction or overview •May overcome language and experience barriers •Provide views of action difficult to observe first hand •May be stopped, and played again •Often used to motivate, to dramatize, or to pose a problem	•Check commercially made for relevance •Maintain machines to prevent mechanical failure •Make sure all participants can see and hear •Make provisions for participant to react to presentation
Demonstrations (including exhibits and field trips)	•Can handle large numbers of people-often in groups	Vary with •travel •lodging •entrance fees •consultant fees	•Room where all can see and hear •A camera or recorder to document demonstration	•Motivate staff •Expose staff to new methods and materials •Prepare staff to try out new skills	•Check demonstration content for relevance before attending and again before applying what you saw or heard to your particular situation
Programmed Learning (student works his way through a series of small steps with built in feedback)	•Individual	•Cost varies •Expensive to develop unless used by large numbers of people	•Books •Learning machines	•Suited to a self-motivated learner who has needs in a specific field that are not necessarily related to the needs of other staff members	•Check for relevance
Video Tapes	•May be adjusted to large or small group needs	•Expensive, but may be shared with other districts or rented	•Camera •Tapes •Play-back equipment •Storage facilities	•Staff members' performance may be played back and analyzed •Tape may serve as a model for new staff members	•Staff must agree to being videotaped •Equipment must be maintained to guard against mechanical failure

DELIVERY METHODS

METHOD	GROUP SIZE	COST	FACILITIES AND EQUIPMENT	MAJOR FEATURES	CAUTION
Discussions (including conference, buzz sessions, and brainstorming)	•2-20 people in any one group	Depends on •leader's fees •elaborateness of props	•Quiet, comfortable location •Centralized conferences may have better facilities and equipment than local districts can afford	•Share, develop, and refine participants' attitudes and skills	•Can get off the subject and be time-consuming if not well directed •Topic should be investigated for relevance before attendance and again before generalizations are made that affect your program •Group members must learn to tolerate differences in opinion
Simulations (including laboratory experiences, role playing, case analyses, in-basket techniques)	•8-25 per group •Less than 8 people may provide too little group in-put	Depends on •leader's fees •elaborateness of props	•May be spontaneous or structured with script and props	•Conceptualize what participants already know •Work on attitudes as well as skills •Participants should have some basic knowledge of the skills involved	•Need to create an open atmosphere in which participants are comfortable sharing their attitudes and skills
Direct Experience (including apprenticeships, job rotations, and supervised implementation)	•Individual	•Paid as you go and/or •You pay a university to supervise you	•A program similar in resources, students, and objectives to the one in which you will serve	•In-depth learning •High degree of retention •May be for varying lengths of time	•Contract with employer or supervisors to receive varied, relevant training in specific areas •Make sure program in which staff member is training is using valid, up-to-date methods •Provide for frequent checks on participant's progress
		Add additional delivery methods			

Summary

In this section, we have considered seven sources of staff development:

1. Community members
2. Staff members
3. Agencies and laboratories
4. Model programs
5. Colleges and universities
6. Professional organizations
7. Commercial firms and outside consultants

and eleven types of delivery methods:

1. Lecures
2. Reading Materials
3. Graphics
4. Auditory Aids
5. Films, Slides, and Filmstrips
6. Demonstrations
7. Programmed Learning
8. Videotapes
9. Discussions
10. Simulations
11. Direct Experience

ACTIVITY 2 - CREATING STAFF DEVELOPMENT STRATEGIES

On your own, write a staff development objective related to implementing one of the following student career guidance strategies in your school or district. This will require some speculation about the skills available on your staff and the skills needed to implement the career guidance strategy you select.

STUDENT CAREER GUIDANCE STRATEGIES

Field trips to private industry
Work experiences in the community
A career fair
Individual counseling for all juniors and seniors

Using the survey of possible sources and the chart of delivery methods found in the text, create at least five staff development strategies to accomplish your objective. Your strategies may take place at the school or elsewhere. Do not worry about time, cost, or other constraints - the sky is the limit! Write your strategies on the following worksheet and be prepared to share them with the class.

The Coordinator may ask you to note the objectives and strategies mentioned during the class discussion that follows this activity. You will use these notes during Activity 3.

WORKSHEET - ACTIVITY 2

STAFF DEVELOPMENT OBJECTIVE

Target Audience	Behavior	Condition	Criteria

STRATEGIES FOR USE IN ATTAINING THIS OBJECTIVE

SOURCE	DELIVERY METHOD

NOTES FROM ACTIVITY 2 DISCUSSION

FOR USE IN ACTIVITY 3

Possible criteria for determining strategies

1. *Relation to objectives*
2. *Cost*
3. *Time requirements*
4. *Adequate structuring*
5. *Preferences of staff members*

Establish and Apply Criteria

You and your co-workers should establish criteria for determining what strategies will work best in your school or district and then apply these criteria to the strategies you are considering.* In this section, several criteria for use in selecting staff development strategies are discussed. These are by no means the only valid criteria. Add any local considerations that are appropriate, as well as your personal ideas. In short, make the list as valuable to you as possible.

Relation of Strategy to Objectives

Relation to Objectives

The staff development objectives you wrote will help you choose strategies suited to your target group's nature and size, to the type of behaviors you wish to develop, and to the depth of coverage your conditions and criteria require. All of the staff development strategies you choose should relate *directly* to one or more of your staff development objectives. This is the first and foremost consideration.

Cost of the Strategy

Cost

This category involves many considerations. Among the costs of a strategy are:

- Compensation paid staff development participants and consultants
- Travel expenses
- Purchase, rental, or production costs of materials and equipment
- Rent, utilities, and janitorial expenses related to the use of a facility
- Lost work time of staff members involved in staff development activities

*For a more complete discussion of this process, see Module 7 in this series, *Selecting Alternative Program Strategies.*

If the cost of a strategy is prohibitive and outside funding is impossible, you may have to lower your expectations. For example, instead of hiring consultants to visit your school or workshop, you may be able to read their books, listen to tape recordings of their conference speeches, or send a representative to a workshop featuring them.

A recording can simulate conference conditions...

Time Required to Implement the Strategy

Time Requirements

Staff development strategies may take place after school, during vacation or release time, or on weekends. The seriousness of staff members' skill deficiencies, the resources available to your program, and the deadlines you face will help you determine the total number of hours you wish to spend on staff development activities. This staff development time commitment will, in turn, help you select strategies whose planning and implementation times conform to your program needs.

Adequate Structuring for the Strategy

Adequate Structuring

It is generally accepted that a four-step process is needed in delivering a new skill. Participants need to be:

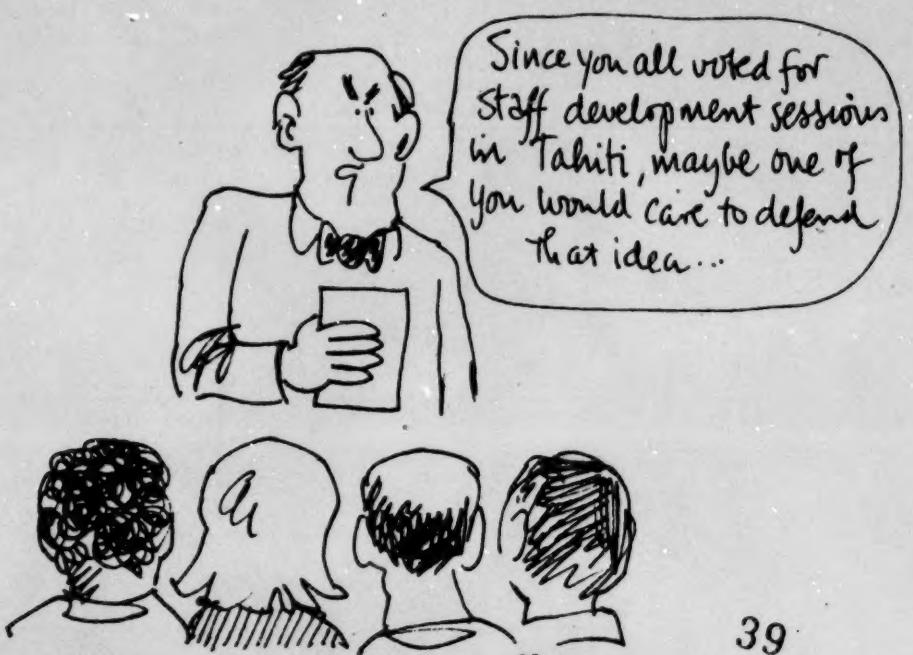
1. Introduced to the skill
2. Motivated to practice the skill
3. Given adequate practice
4. Provided with feedback on their use of the skill

Participants should also develop a somewhat favorable attitude toward use of the skill. As you can see from the delivery methods chart in the previous section of this module, certain staff development methods concentrate more on one of these than another. In a well-designed staff development program, all four steps will be adequately covered. This will ensure a successful experience for the participants, while the absence of any one of the four can undermine the effort.

Staff Preference for One Strategy

Preferences of Staff Members

Staff members should have a key role in determining staff development objectives. While this should be assured by the process outlined in this module, it bears emphasizing. Staff members should also be centrally involved in choosing the strategies for development. To facilitate



this, the coordinator can have staff members fill out questionnaires, talk with them, and keep them involved in all staff development planning sessions. Little success can be expected of a program that fails to pay careful attention to this criteria.

Add your criteria.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Summary

In this section, we have considered several criteria for use in selecting staff development strategies:

- Relation to staff development objectives
- Cost
- Time requirements
- Adequate structuring
- Preferences of staff members

There are many other valid criteria; you can add criteria to the list that are appropriate for your setting.

ACTIVITY 3 - SELECTING ACCEPTABLE STAFF DEVELOPMENT STRATEGIES

Divide into groups of from three to five, staying with the others from your school or district, if possible. As a group, select the objective discussed during Activity 2 that seems most relevant to your school or district needs.

Referring to the criteria listed in the text and any others you feel should be added, develop at least four criteria for evaluating the strategies proposed in Activity 2. Label each of these criteria as "most important" or "moderately important".

Apply these criteria to the strategies proposed during Activity 2. You may wish to drop or modify some strategies and to add new strategies to the list. You should list at least five strategies.

Use the worksheet on the next page to list the objective and the criteria you are working with and the strategies that you retained, modified, or developed to support this objective. Be prepared to discuss the following:

- Why you chose the criteria you did
- Whether you eliminated some of the criteria listed in the text
- Whether you added criteria of your own
- How the criteria worked to eliminate certain strategies
- Why the strategies actually chosen best fit the criteria

WORKSHEET - ACTIVITY 3

THE STAFF DEVELOPMENT OBJECTIVE: _____

CRITERIA

MOST IMPORTANT	MODERATELY IMPORTANT

STRATEGIES LISTED IN ACTIVITY 2 (IN ORDER OF PREFERENCE)

Source	Method	Criteria to which related

ADMINISTERING STAFF DEVELOPMENT STRATEGIES

A. Preparation considerations

1. *Participants*
2. *Consultants and speakers*
3. *Facilities*
4. *Materials and equipment*

B. Implementation considerations

1. *Timing*
2. *Environment*
3. *Closure*

Planning and Implementation Considerations

The following checklist includes planning and implementation considerations relevant to many, though not all, staff development strategies. On this checklist, you will find tasks related to preparing participants, consultants and speakers, facilities, and materials and equipment, as well as considerations related to timing, environment, and closure.

Under all headings on the checklist, spaces have been left for you to add tasks relevant to the strategies you plan to use in your school or district.

Study the points on this checklist, add to them, and then use this checklist when planning and implementing staff development strategies.

STAFF DEVELOPMENT CHECKLIST

Prepare participants

- ☐ Explain what procedures will be followed (visits, tests, groupings, etc.)?
- ☐ Explain what participants will be seeing or hearing (What is significant? What should they look for?)
- ☐ Explain to participants all travel, meal, and lodging arrangements.
- ☐ Explain the time schedule for all activities.
- ☐ Solicit suggestions from participants that might make the strategy more successful.

☐ Provide participants with incentives for participating in staff development activities. These can include:

- ☐ stipends
- ☐ release time
- ☐ higher pay after training
- ☐ personal satisfaction of sharing new ideas with experts
- ☐ more responsible position after training
- ☐
- ☐
- ☐

Prepare Consultants and Speakers

- ☐ Explain the characteristics of staff members with whom s/he will be working. (What do staff members already know? What do they enjoy? With what do they need help?)
- ☐ Negotiate a firm contract stating responsibilities and fees.
- ☐ Provide for meals, lodging, and/or transportation of consultant or speaker.
- ☐ Provide a schedule of all inservice plans.
- ☐
- ☐
- ☐

Prepare Facilities

- ☐ Have facilities cleaned.
- ☐ Have extraneous materials put away.
- ☐ Have enough seats arranged so that all can see and hear the presentation.
- ☐ Have moveable seats if you plan to divide the participants into groups.
- ☐ Provide adequate lighting, heating, and ventilation.
- ☐ Provide ashtrays.
- ☐ Provide good writing surfaces.
- ☐ Provide for snacks, donuts, coffee, and/or lunch.
- ☐
- ☐
- ☐

Prepare Materials and Equipment

- ☐ Order or develop materials (charts, filmstrips, etc.).
- ☐ Order equipment for showing or displaying materials.

☐ Preview materials to see that they are appropriate and in working order.

☐ Practice using equipment.

☐ Arrange materials in order of use, preferably out of sight of audience (if they are charts or posters) so as not to be distracting.

☐ Make sure that there are enough handout materials for participants (chalk, books, pencils, paper).

☐ Set up a public address system if needed.

☐

☐

☐

Timing

☐ Begin the sessions on time. Set closing times and stop then.

☐ Provide breaks every 1 to 2 hours or as needed.

☐ Present as much important information as possible before lunch when participants are fresh.

☐ Vary the pace (alternate lectures with media presentations and group discussions).

☐ Allow adequate time for all presentations.

☐

☐

Environment

☐ Accept criticism and disagreements.

... accept criticism

☐ Encourage all in attendance to participate.

☐ Frequently summarize participants' progress toward staff development objectives. Set a relaxed, friendly tone, but make clear the seriousness of the purpose. Watch body language and facial expressions, and keep concerns and doubts out in the open where they can be resolved.

☐ Encourage questions and discussion

- ☐ ask questions of your own if participants are slow to start
- ☐ repeat questions so all can hear
- ☐ look up a response you are unsure of and report back to the group

☐

☐

☐

Closure*

☐ Summarize progress made.

☐ Plan future activities.

*See Modules 10 and 11 of this series for more information on trying out and evaluating programs.

- [ ] Gather participants' reactions to worth and intent of staff development sessions. Possible means:
  - [ ] taped feedback session
  - [ ] questionnaires
  - [ ] interviews
  - [ ] discussion
- [ ] Determine whether participants have attained the staff development objectives. Possible means:
  - [ ] questionnaires
  - [ ] demonstrations
  - [ ] on the job performance
  - [ ] tests
  - [ ] interviews
- [ ] Plan evaluation activities some time after the staff development sessions to see if participants are really using what they learned
- [ ] Feed back the results of the evaluations to participants
- [ ] Use evaluation results to plan future staff development programs
- [ ]
- [ ]
- [ ]

ACTIVITY 4 - ADMINISTERING STAFF DEVELOPMENT STRATEGIES

Using the strategies you decided on in Activity 3, and drawing on your own ideas and the checklist in the text, map out a plan for administering the chosen strategies.

You may plan any type of conference activities you feel are appropriate (e.g. discussions, field trips, simulations, demonstrations, lectures, and audio visual presentations.)

On the Administration Schedule on the next page, record your activities for planning and implementation.

Work by yourself on this activity and be prepared to share your schedules with the rest of the group so that they may comment on:

1. The amount of time you allowed for each task
2. The order in which the tasks will be performed
3. The inclusion of tasks related to preparation of
    a. participants
    b. speakers and consultants
    c. facilities
    d. materials and equipment
4. The inclusion of considerations related to
    a. timing
    b. environment
    c. closure

Feel free to add other categories that seem important to you.

WORKSHEET - ACTIVITY 4

Administration Schedule

Preparation

DATES		ACTIVITY	RATIONALE OR PURPOSE (e.g. to prepare participants, to evaluate performance)
Start	Stop		

WORKSHEET - ACTIVITY 4

Administration Schedule

Implementation

DATES		ACTIVITY	RATIONALE OR PURPOSE (e.g. to prepare participants, to evaluate performance)
Start	Stop		

SUMMARY

This module focuses on staff development or inservice education. The tasks and text are divided into four sections:

1. How to reconcile differences between the skills needed to implement a program strategy and the skills available on your staff

   This step involves developing staff performance objectives which specify

   - Target audience
   - Behaviors
   - Conditions
   - Criteria

2. How to create staff development strategies

   A number of sources of help for staff development are included, and a chart of delivery methods describes ways of sharing this help with your staff.

3. How to select staff development strategies

   Possible criteria to use in selecting acceptable staff development strategies are suggested. These criteria are

   - Relation to staff development objectives
   - Cost
   - Time required
   - Adequate structuring for strategy
   - Preference of staff members

4. How to administer staff development strategies

   A checklist includes preparation and implementation considerations generally applicable in administering staff development strategies. Preparation considerations focus on

   - Participants
   - Consultants and speakers
   - Facilities
   - Materials

   Implementation considerations include

   - Timing
   - Environment
   - Closure

The remainder of this module is devoted to the Postassessment and Application.

POSTASSESSMENT

1. Write a staff development objective.

Target Audience	Behavior(s)	Condition(s)	Criteria

2. List four possible sources of staff development help.

   a.

   b.

   c.

   d.

3. List three possible staff development delivery methods, along with a special feature and a caution for each.

METHOD	SPECIAL FEATURE	CAUTION
a.		
b.		
c.		

4. List thee possible criteria for use in selecting a strategy.

   a.

   b.

   c.

5. List three tasks which might be completed in preparing and implementing a field trip for staff members who wish to observe a career guidance program at another school.

Preparing

a.

b.

c.

Implementing

a.

b.

c.

APPLICATION

You are ready to map out a plan for applying the skills you developed in this module to your own setting. Thinking of the sections of the module and the questions you have discussed, consider the tasks that must be accomplished to carry out a staff development program at your school or district, the person who should be primarily responsible for each task, and the date by which the task should be done. Since this will build on the skills analysis discussed in Module 8, the dates you choose must coordinate with those for these earlier tasks. If possible, this exercise should be done under the direction of someone from your district who would be good at taking charge of this effort and who would like to do it. Use the chart on the following pages for listing your tasks, the people responsible, and the completion dates. The major headings are already noted on the chart. Use additional paper as needed.

APPLICATION

TASKS	INDIVIDUAL(S) RESPONSIBLE	COMPLETION DATE
I. Write staff development objectives.		

TASKS	INDIVIDUAL(S) RESPONSIBLE	COMPLETION DATE
II. Create staff development strategies.		

APPLICATION

TASKS	INDIVIDUAL(S) RESPONSIBLE	COMPLETION DATE
III. Select staff development strategies.		

APPLICATION

TASKS	INDIVIDUAL(S) RESPONSIBLE	COMPLETION DATE
IV. Administer staff development strategies.		

APPENDIX

OPTIONAL GROUP SIMULATION DESCRIPTION

The description below is intended as a frame of reference for those of you who are not working in a particular setting. You may wish to describe one of the other schools that might be in the "Lillington School District," to change parts of this description, or to use it for ideas in creating your own setting. Feel free to modify it to meet your particular needs.

The Lillington School District is a suburban district made up of seven elementary schools, four junior high schools, and two high schools, with a total school population of 10,000 students. The district is rapidly changing from one that is largely rural to one that is urbanized. It has several active industries, including a furniture factory and an automobile assembly plant. The minority population is growing, and the unemployment rate is higher than that in the rest of the state.

Lillington's Chester Arthur High School has an enrollment of about 1,600 students in grades 9-12. Approximately 75% of the students are from lower and lower-middle class families; 20% are from middle class families; 5% are from upper-middle class families. The racial/ethnic composition is approximately 82% white, 11% black, 5% Spanish-surname, and 2% Oriental and Indian. The school has experienced some group conflicts, but none serious to date.

No follow-up studies have been conducted in recent years, but the school's counselors estimate that about 40% of their graduates continue their education, mainly at the nearby community college. The dropout rate there and in Arthur High is unknown. The counselors guess that at least half of the girls marry within a year after graduating from Arthur High; most of them do not seek jobs until after they have had children. Most of the remainder of the female graduates and a large majority of the males seek jobs locally, principally in the furniture and auto assembly plants. No information is available as to their success or failure in obtaining jobs.

Chester Arthur High School is headed by a fairly pragmatic principal and a progressive, forward-looking vice-principal. The teaching staff is a mixture of older, conservative individuals who want to avoid most "new fangled ideas" and young, liberal instructors who are eager for change. Each group has its well-liked leaders.

The guidance staff consists of the director of guidance, who is a

frustrated Freudian psychologist, and two counselors: a middle-aged ex-space engineer who loves paper work and a young vegetarian who likes to "rap with kids." Two part-time aides assist with filing and other clerical tasks. The department has never formulated its goals and objectives, and its principal guideline is "How have we handled that in the past?" The department seems to be drifting, each member "doing his own thing" without cooperation or coordination.

The school's efforts in career education are haphazard. Some teachers, it is thought, include in their classes some career information about subject area. Counselors supply specific information to students who request it. The school library includes a file of occupational information, but it is rarely used and poorly maintained.

Chester Arthur High, as well as other Lillington District schools, has experienced a number of problems recently. There are persistent rumors of widespread drug sales and usage on campus. Racial tensions are increasing. Students complain a great deal about the curriculum and the school in general. School spirit is at an all-time low.

Parents and community members are becoming increasingly dissatisfied with the school system. They feel that taxes for education are far too high and that students are not adequately prepared for the world they face upon leaving school. A number of parents believe that faculty members are too liberal and that they should devote more time and effort to "the basics." Other parents insist that the school is old fashioned and that much of the subject matter is irrelevant and unimportant. Parents from both of these groups say that their children do not know what they want to do and are uninformed about career opportunities and job requirements.

Arthur High graduates, complain local employers, make poor employees. Many employers seem to agree with a statement made by a foreman at the furniture plant: "All these kids care about is the paycheck, but they don't know how to earn it."

Due to financial problems, there has been talk recently of having to reduce the school staff. One of the leading candidates for reduction is the guidance staff. While the staff members seem to be generally liked by both students and teachers, the school administrators are having trouble justifying the expenditure of money for so tenuous a purpose. They are seeking documentation and other evidence to justify retaining the guidance program and staff.

REFERENCES

Two excellent staff development planning and implementation resource books are:

Craig, Robert L. and Bettel, Lester R., eds. *Training and Development Handbook.* San Francisco: McGraw Hill Book Company, 1967.

Havelock, Ronald G. *The Change Agent's Guide to Innovation in Education.* Englewood Cliffs, N.J.: Educational Technology Publications. 1973.

The following resources may prove helpful in setting up staff development programs.*

The American Management Association, 150 W. 50th Street, New York, New York. This association conducts a variety of seminars and special institutes.

The Moreno Institute, 236 West 78th Street, New York, New York and Beacon, New York. At Beacon, several times annually, intensive institutes in therapeutic role playing are held. Evening demonstrations are given at nominal cost in New York City.

The Institute for Group Psychotherapy, 430 North Bedford Drive, Beverly Hills, California. Special institutes in role-playing techniques are held periodically for a variety of special purposes at this institute.

The Industrial Relations Center of the University of Chicago, 975 East 60th Street, Chicago, Illinois. This center holds periodic conferences and institutes for special groups and purposes.

The Human Relations Training Laboratory, Department of Psychology, University of Texas, Austin, Texas. Periodic institues and training courses are given by this laboratory at which role playing is frequently featured.

Educational Systems and Designs, Inc., Westport, Connecticut. Prepared and tailor-made role-playing and action designs, role-playing television tapes, and video-tape replay techniques are available.

New York State School of Industrial and Labor Relations (Cornell University), 7 E. 43rd Street, New York, New York. Conducts semiannual role-playing seminars. Provides consulting services within New York State.

*Shaw, Malcolm E. "Resources for Designing and Implementing Role Playing Programs," in Craig and Bettel's *Training and Development Handbook*, pp. 222-223.

Information on films available for purchase, rent or free loan may be obtained from:

Educator's Guide to Free Films, Randolph, Wisconsin. Educators Progress Service.

U.S. Government Films, Norwood Films, Washington, D.C.

COORDINATOR'S GUIDE

MODULE 9

DEVELOPING PROGRAM STAFF

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

August 1975

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COORDINATOR'S ROLE AND FUNCTIONS

Your role as coordinator is crucial. It may be thought of in four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, let people joke around some and have fun. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but alert, interested, and motivated.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. If things are going too fast and people are getting lost, slow it down, let them ask questions, make sure they are absorbing what's there. Keep the flow smooth at junctures in the module--winding up one activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people, don't let the aggressive ones dominate. Seek out questions and uneasinesses, get them into the open, talk them over, especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction, nudge them that way when they're not. Judge whether they perform adequately in the postassessment items, the practice exercises which are part of the assessment (see the "Assessment Criteria"),and the Application. Keep a record of how each participant does. In general, maintain the quality level of the workshop.

Specific Functions of Coordinator (to be used as a checklist as you go through the module)

Prior to workshop:

Study the module thoroughly ahead of time. Be familiar with all participant materials and this Coordinator's Guide. Gather any outside resource materials mentioned on the next page, as well as any other materials needed for the workshop (paper and pen, blackboard, and so on).

At the workshop:

1. Introduce yourself to participants, and them to each other. Briefly explain your background and the role you will play in the module.
2. Establish time limits (lunch, when day ends) and schedule for the day, and do your best to stick to them.
3. Introduce the basic purposes and structure of the module (see "Outline of Introductory Remarks"). Answer any questions.
4. Start participants on the text. Lead discussion and practice activities as you go through this module. Provide feedback on these (see "Activity and Discussion Feedback") activities.
5. Conduct the Postassessment. Collect the results. Evaluate each of the participants on her/his performance (see "Assessment Criteria"). Keep a written account of this.
6. Start participants on the Application (see "Introduction to Application"). Evaluate the plan produced (see "Assessment Criteria").
7. Conduct a Wrap-Up session. Your tasks here are to
   a. Summarize what has gone on and been accomplished.
   b. Resolve any unanswered questions.
   c. Point out sources for additional study. Go through the Reference section briefly; add any sources you know of.
   d. Mention any technical assistance available--experts related to module topics to whom participants might be able to turn.
8. Throughout, observe how things go; collect suggestions for ways to improve the module. Keep a written account of these.
9. Submit the results of 4, 5, 6, and 8 to the overall workshop director.

Have participants read the Introductory Activity Worksheet and list the tasks that they would perform in order to prepare for the June 15th board meeting. You may suggest that students work alone or in groups.

After participants have worked on this assignment for ten minutes, ask two or three volunteers to place their task lists on the board. Have other participants add to the lists.

Relate these lists to upcoming module activities by explaining:

1. What participants have essentially been asked to do is to plan their own staff development program. The primary objective of this program is

Target Audience	Behavior	Conditions	Criteria
You	Explain Budget	At a Board Meeting	So that Budget will pass

Writing such staff development objectives will be discussed in the first section of the module text.

2. The tasks listed probably included sources of help (department heads, the college financial office, community members) and delivery methods (asking for a written report, holding individual or group conferences). Together these sources and methods constitute staff development strategies that will be discussed in the second section of the module text.
3. Consciously or unconsciously, participants probably used criteria to determine their task list. Time was a definite criterion since the president had only one week to prepare for her/his meeting with the board. Perhaps money was a criterion used by some particpants but not by others. It might be interesting to ask participants if they considered other tasks or strategies but rejected them for specific reasons. The development and use of relevant criteria are discussed in the third section of the module text.

4. In addition to listing tasks that would increase the college president's skills in dealing with budget problems, participants may also have included specific tasks related to the president's upcoming presentation. These tasks might include: •Outlining the points that she/he wished to cover, •Preparing handouts, charts or a filmstrip to illustrate her/his presentation, •Rehearsing her/his presentation. These and other staff development planning and implementation tasks are discussed in the fourth section of the module text.

Ask participants to turn to the Model and Module 9 diagram in their notebooks and explain that Module 9 builds upon many of the skills developed in other modules. This is because planning and implementing a staff development program requires many of the same skills as planning and implementing a career guidance program. In this module, participants will be introduced to, learn to use, or review the following skills:

Step 1: Assess needs by using Skills Checklists which describe skills needed and skills available to accomplish a given career guidance strategy. These checklists were introduced and explained in more detail in Module 8, Writing Process Objectives.

Step 2: Write staff development objectives stating staff development needs in behavioral terms. This skill was introduced and explained in more detail in Module 6, Writing Student Performance Objectives.

Step 3: Create staff development strategies by combining sources of help with delivery methods. This skill is treated in this module.

Step 4: Develop and apply criteria for selecting staff development strategies suited to your school or district. A list of possible criteria is included in this module and the use of criteria for strategy selection is discussed in detail in Module 7, Selecting Alternative Program Strategies.

Step 5: Administer the staff development program. This module contains a checklist to help you perform your administrative function. Module 8, Writing Process Objectives contains more specific information on breaking down scheduling tasks. Module 10 Trying out Strategies and Activities and Module 11, Conducting Summative Evaluation contain additional information relevant to the administration of a staff development program.

For this review of module skills, you might also have participants look over the Goals and Outcomes in the Introduction.

ACTIVITY FEEDBACK

The following discussion guides are designed to help you provide participants with feedback on the four activities included in this module.

For each of the activities discussed, try to solicit reactions from all participants. If participants are hesitant to respond in a group situation, make a point of checking their work as you circulate around the room. To facilitate evaluation of participants' performance, plan to record your reactions to their written and oral work after each activity.

DISCUSSION GUIDE FOR ACTIVITY 1 - WRITING STAFF DEVELOPMENT OBJECTIVES

After the participants have met in groups to write staff development objectives appropriate to the implementation of a Career Resource Center in their school or district, have them reassemble and choose one member of their group to write their group's objectives on the chalkboard. Then lead a discussion about their objectives.

1. Why did the groups choose to include this person (these persons) in staff development sessions? Groups should indicate that they took into account the desires of the staff members, scores on Skills Checklists for Personnel, and the availability of money, time, and outside support personnel.
2. Why did the groups choose this specific behavior for development? Groups should indicate that they took into account the desires of the staff members, the size and recurrence rate of gaps in specific skills areas, the money and time available, and the judgments of planners that the area was critical to the success of the strategy.
3. How did the groups determine the conditions under which the participant would be expected to perform?
   Groups should indicate that the performance conditions were made as similar as possible to the real-life situation in which the participant would find her/himslef after the staff development session. Constraints due to finances, time, and location should also have been taken into account.

4. How did the groups determine the criteria for performance? Are there reasons to expect that the staff in question would have an especially easy or difficult time with this objective? If personal judgment was to be relied upon, are impartial, well-informed, and interested judges available? What is the consensus of the entire class as to the feasibility of satisfying the criteria suggested?

DISUCSSION GUIDE FOR ACTIVITY 2 - CREATING STAFF DEVELOPMENT STRATEGIES

Explain that this is an exercise in brainstorming intended to start participants thinking about possible strategies. Allow participants about fifteen minutes to generate staff development objectives and original strategies. During this time, circulate among participants to make sure that the objectives and strategies they are developing are well written. If participants are having trouble, stop the class and show examples of good and bad objectives and strategies.

Ask a volunteer to write his staff development objective on the board and have class members volunteer strategies that might be used to attain this objective. Write all suggested strategies on the board. After the class has finished volunteering ideas, ask the person who created the objective in question to add the strategies he developed.

The majority of the sources and methods mentioned in the text should be covered by strategies on the board. If there are notable additions to the sources and methods mentioned in this section of the text, you should mention them and participants should be encouraged to add these new sources and methods to those mentioned in the text.

If time and interest permit, work through a second and a third staff development objective in the same way. Leave the objectives and strategies generated for these objectives on the board or ask participants to copy these objectives and strategies for use in activity 3.

As the participants work in groups, circulate to see if they understand their assignment or if they need additional help. If several people seem to be making similar mistakes, make an announcement to clear up any misunderstandings. After about twenty minutes of group work, ask for a representative from each of two or three groups treating the same objective to write on the board

1. the objective they treated
2. at least four criteria they determined to be "most important" and "moderately important".
3. Five strategies generated by the group that meet the stated criteria.

Compare the criteria generated by different groups. Ask the groups to explain how situations in their school or district differ. If criteria were used that were not mentioned in the module text comment on these criteria and suggest that participants add them to the list in the module.

Ask participants to determine whether the strategies chosen by each group are compatible with the criteria used by that group. Where strategies are not compatible, alter the criteria or the strategy accordingly. Ask the class to add to these lists other strategies that meet the group's criteria. If time and interest permit, repeat this exercise using different objectives.

DISCUSSION GUIDE FOR ACTIVITY 4 -

ADMINISTERING SELECTED STAFF DEVELOPMENT ACTIVITIES

Ask a volunteer to place her/his administrator's schedules on the board. To save time, the volunteer need not write out the rationale or purpose for each task, but she/he should be prepared to explain the rationale should there be questions. Have all participants comment on and add to the schedule. Check to see that tasks are included to prepare participants, speakers or consultants, facilities, and materials and equipment and that there are provisions for breaks, for a relaxed, open environment and for closure.

Determine if the amount of time allowed for each task seems logical, if there are extenuating circumstances in the district, or if there is an overlap between activities that should be sequential.

If tasks were scheduled that do not fit into the categories in the text, suggest that participants add these tasks to the checklist in the module.

Outcome 1. Measurement: Activity 1, item 1 Postassessment

Criteria: Objectives written in response to the measures should include who will receive staff development, what behaviors will be developed, under what conditions the behaviors will be demonstrated, and what criteria of performance will be acceptable.

See discussion notes for Activity 1.

Outcome 2. Measurement: Activity 2, items 2 and 3. Postassessment

Criteria: For the activity, the criteria are discussed in the Activity Feedback. Possible correct responses to the Postassessment items are:

2. List four possible sources of staff development help

colleges and universities

Federal, state, and county educational agencies and educational and development laboratories

Your own staff

Outside consultants and commercial firms

Community members

3. List three possible staff development delivery methods along with a special feature and a caution for each.

METHOD	SPECIAL FEATURE	CAUTION
lecture	cover ground quickly	retention may be low
demonstration	see new program in action	Make sure your goals and needs are similar before you generalize.
graphics	may be inexpensive	large and clear
programmed learning	individuals work at own pace	check for relevance
simulation	attitude change as well as skill development	participants should have some prior knowledge of field.

Outcome 3. Measurement: Activity 3, item 4. Postassessment.

Criteria: For the activity, the criteria are discussed in the Activity Feedback section. Possible correct responses to the Postassessment items are

4. List three possible criteria for use in selecting a strategy

time

cost

staff development objectives

adequate structuring for strategy

desires of staff members

Outcome 4. Measurement: Activity 4, item 5. Postassessment.

Criteria: For the activity, the criteria are discussed in the Activity Feedback section. Possible correct responses to the Postassessment item are:

5. List three types of tasks which have to be completed in preparing a field trip for staff members who wish to observe a career guidance program at another school and three types of tasks that have to be completed when implementing such a strategy.

Preparation

a. Prepare participants

b. Prepare school to be visited

c. Arrange transportation

d. Arrange lodging and meals

e. Arrange for teacher coverage while away

Implementation

a. Start trip on time and schedule activities so that participants will return home on time.

b. Make notes of problems that occur so that the next field trip will run more smoothly.

c. Ask participants to explain what they learned from trip.

d. Help staff members to ask questions of appropriate personnel.

e. Take pictures so that follow-up discussions can be conducted.

Outcome 5. Measurement: Product of the Application Activity.

Criteria: The time and task analysis produced should line out the tasks under each of the major headings listed, assign responsibility for each task to someone, and set a completion date for each task. In addition, the plan should be reasonably

1) Logical - do the tasks flow in logical sequence?
2) Thorough - is it detailed enough to be helpful?
3) Feasible - is it not too detailed to be burdensome; are the times allowed for the tasks reasonable?
4) Fair - are the responsibilities assigned equitably and fairly?

Explain that the application exercise is designed to provide participants with practice in using the skills introduced in this module. Suggest that participants may work alone or in groups.

Review the skills discussed in the module.

Writing staff development objectives

Determine who will receive staff development

(those who wish, those who can teach others, those with low scores).

Determine what behaviors are desired

(behaviors in skill areas where big gap, gap recurs frequently, judged crucial by those involved)

What results can be expected after staff development

(results related to actual job situation, performance standards agreed upon in advance between staff and staff development coordinator)

Creating staff development strategies (combining sources and methods)

Review possible sources (community, staff, university, state, federal and county agencies, educational laboratories, consultants, professional organizations)

Review possible delivery methods (lecture, use of media, demonstrations, simulations, on-the-job experience)

Stress that methods and sources can be combined and tapped as the staff development coordinator sees fit.

Review criteria for selection mentioned in the text (cost, time, adequate structuring for strategy, relationship to staff development objectives, desires of staff members)

Administering staff development strategies

Review planning considerations (prepare staff, consultants and speakers, facilities, materials and equipment)

Review implementation considerations (provisions for timing, environment and closure)

Encourage participants to refer to the appropriate readings while performing the tasks required in the Application and provide help as needed.

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✔) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

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NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A: I strongly agree	Column B: I agree	Column C: I disagree	Column D: I strongly disagree	Column E: I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The coordinator was an asset to this workshop.					
10. The coordinator was unprepared.					
11. The coordinator was poorly organized.					
12. The coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.